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PHYSICAL EDUCATION IN LAW INSTITUTIONS IS A NECESSARY, MANDATORY COMPONENT OF THE EDUCATIONAL PROCESS

ФІЗИЧНЕ ВИХОВАННЯ В ЮРИДИЧНИХ ЗВО - НЕІД'ЄМА, ОБОВ'ЯЗКОВА СКЛАДОВА НАВЧАЛЬНОГО ПРОЦЕСУ

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Abstract. The purpose of this article is to substantiate the significance of physical education as an integral and mandatory component of the educational process in legal institutions of higher education. The aim is to highlight that physical education should not be considered as a secondary discipline, but on the contrary - as an important element of the training of future lawyers. It complements the intellectual development of students, increases their motivation to study and has a positive effect on the general psychophysical state.

To achieve this goal, we propose to investigate the historical prerequisites for the inclusion of physical education in university programs, analyze the current regulatory and legal framework, determine the functions and tasks of physical education in the context of legal education.

The focus is on the organizational aspects of its implementation, methods of assessing effectiveness and identifying the advantages and challenges of this process. The object of the study is the system of physical education in legal institutions of higher education, and the subject is the organizational, pedagogical and legal foundations of its implementation in the educational process.

The analysis considers state educational standards, internal regulations of universities, as well as the experience of domestic and foreign educational institutions. The work uses methods of documentary analysis, comparison and synthesis, as well as empirical methods, in particular, surveys of teachers and students, which allows assessing the level of their motivation and the effectiveness of the organization of classes.

The structure of the article focuses on highlighting key aspects related to the essence and functioning of physical education in law schools. This approach allows not only to assess the current state of the physical education system, but also to develop practical recommendations for its improvement, to contribute to improving the quality of the educational process and students' interest in this area.

Key words: physical education, higher education institutions, health of higher education students.

Introduction.

In the current conditions of reforming the system of higher legal education, the issue of physical education becomes extremely important. Students of legal specialties face significant intellectual workload, constant stress, the need to quickly adapt to



changes and overcome high competition in future professional activities. In such a situation, special emphasis should be placed on preserving and strengthening both the physical and mental health of students. Physical education plays a key role in the harmonious development of the personality, ensuring the optimal level of working capacity, as well as in the formation of such professionally important skills as endurance, stress resistance and self-discipline.

The historical and theoretical context of physical education in higher education institutions is formed under the influence of many factors, including social, cultural, scientific and technical and pedagogical. Its development is closely related to the evolution of the education system, as well as to changes in approaches to the role of physical education in the formation of personality.

Historically, physical education in higher education institutions arose as part of the desire to create a harmoniously developed personality, where health and physical activity coexist with a high level of intellectual development. Changing together with society, physical education has evolved from classical gymnastic systems to modern approaches based on a multifactorial analysis of students' health.

The theoretical foundations of this discipline include the principles of pedagogy, sports science and medicine. They are aimed not only at supporting the physical fitness of students, but also at forming motivation for a healthy lifestyle in the future. Thus, physical education becomes an important component of the overall educational process, influencing both the individual development and the professional formation of young people.

In the 19th century, with the development of a scientific approach to education and the spread of the ideas of educational humanism, physical culture gradually entered the curricula of leading universities in Europe. In Ukraine, the first mentions of organized gymnastics classes appeared in the 1860s and 1870s at Kyiv and Kharkiv universities. Teaching was based on the methods of Swiss and German gymnastics schools. By the beginning of the 20th century, physical exercises had become mandatory in the curriculum of higher educational institutions, focusing not only on strengthening the body, but also on the formation of discipline and team spirit.



In the Soviet period, physical education acquired a mass character and centralized organization. Universities created faculties of physical education, approved unified programs and methods, and encouraged students to participate in sports events and Spartakiads. At law schools, this included not only practical classes, but also lecture courses aimed at educating a “highly moral citizen” ready to defend the existing social order. The ideological requirements of that time were combined with the development of sports infrastructure - sports grounds, halls and interest groups were created.

After Ukraine gained independence, approaches to physical education in higher education institutions began to focus on the health preservation and personal development of students. The implementation of the Bologna process led to the development of modular physical education programs that provide for flexibility of organization, consideration of individual characteristics and the use of modern technologies, such as fitness simulators and online classes. Modern standards of higher education recognize physical activity as an important component of the graduate’s competencies, and not just a formality for obtaining a credit.

Theoretically, physical education is based on several key concepts. The first is the principle of the unity of body and mind, confirmed by studies on the positive impact of physical activity on cognitive processes. The second is a competency-based approach that considers physical culture as a set of skills useful in professional activities, such as endurance, reaction speed, and the ability to work under stressful conditions. The third concept is a paradigm of the health of the nation, which seeks to achieve individual and collective well-being through the creation of a favorable socio-cultural environment in universities.

Thus, the analysis of the historical and theoretical aspects of the development of physical education shows the evolution of this area from individual exercises to a systematized multi-level discipline. For legal institutions of higher education, this means not only preserving the achievements of the past, but also introducing new approaches that will contribute to the health and professional success of future lawyers.

The regulatory and legal framework of physical education in Ukraine covers a wide range of documents that regulate activities in this area. The key one is the Law of



Ukraine “On Higher Education” of July 1, 2014, which establishes the autonomy of universities and provides for the state’s obligation to promote a healthy lifestyle and the development of sports and recreation infrastructure of educational institutions [1]. It is supplemented by the Law of Ukraine “On Physical Culture and Sports” of December 24, 1993, which defines the foundations of the development of physical education, sports and physical culture among different age groups, including student youth [2]. Also, the Ministry of Education and Science of Ukraine annually approves state educational standards for the specialty “017 Physical Culture and Sports”, which clearly establish the competencies and hours required for undergraduate and graduate studies [3].

According to these regulatory acts, physical education is a mandatory element of the student’s overall academic load. State standards stipulate that bachelors must complete at least 4 ECTS credits (equivalent to about 120 academic hours) in physical education and sports, while master's degrees require a minimum of 2 credits (approximately 60 hours) [3]. The law also requires the inclusion of practical activities aimed at improving the health and physical development of students in the curricula. Classes are held in gyms, on open areas or in the natural environment [1]. At the same time, universities can expand these requirements through optional classes, sports clubs or participation in interuniversity competitions.

In the international practice of leading universities in Europe and North America, physical education is also an integral part of educational programs. In Poland, students take at least 90 hours of physical education classes during the first year of study. In the USA, wellness courses are common, which are assessed as part of academic credit. Universities in the UK and Germany include interactive fitness and mental health programs aimed at stress prevention and the development of self-regulation skills. Such foreign experience can serve as a valuable source of ideas for improving the Ukrainian physical education system, in particular in the training of future specialists.

Goals, objectives and functions of physical education in legal institutions of higher education: In legal institutions of higher education, physical education plays a multifaceted role, aimed not only at strengthening the physical health of students, but



also at developing qualities that directly affect the effectiveness of their future professional activities. The main goal is to maintain good health and high physical performance. Given the intensive academic load, active classroom and seminar classes, as well as stressful situations associated with judicial debates or practical training, students are faced with increased psycho-emotional stress. Regular physical activity becomes a natural means of preventing overwork, exacerbation of chronic diseases and prevention of emotional burnout. At the same time, it provides the necessary resource for intellectual activity and analytical thinking.

In addition, physical education contributes to the formation of key professional qualities of lawyers. Endurance, the ability to work in conditions of limited time, concentration under pressure - these skills require not only theoretical knowledge, but also regular practical training. Team sports and group exercises help develop stress resistance and restore psychological balance after prolonged intellectual or practical stress. This experience is especially useful for lawyers, judges, and investigators, for whom conflicts and high emotional and mental stress are an integral part of their work.

The socio-psychological component of physical education is no less important. Joint participation in team activities teaches students to effectively interact, communicate, and develop leadership skills. They acquire the skills to organize joint activities, distribute roles, coordinate actions, and take responsibility for the collective result. This becomes the basis for successful teamwork in the profession — whether within a law firm, or as part of a judicial panel, or another project.

Physical education at universities includes not only mastering motor skills, but also the formation of health-preserving competencies. Students not only engage in physical exercises, but also gain knowledge about the principles of a healthy lifestyle, a balanced schedule of rest and nutrition. Educational programs include lectures on valeology and practical classes on self-monitoring of physical condition (for example, measuring pulse, blood pressure or assessing the level of endurance). Thanks to this, each student has the opportunity to develop an individual strategy for maintaining his health.



Thus, physical education in legal educational institutions is aimed at comprehensive development - from strengthening health and physical abilities to the formation of professional endurance, leadership qualities and team spirit. This approach ensures the harmonious development of the personality and the training of a competitive legal specialist capable of overcoming the challenges of the modern world.

Conclusions:

The analysis highlights the importance of physical education in legal higher education institutions. It is not only a means of maintaining students' health, but also a key tool for developing professionally significant qualities, such as endurance, stress resistance and the ability to work effectively in a team. The historical context demonstrates the evolution of physical education from single exercises to modern modular programs that meet the requirements of the Bologna process and the competency-based approach. Ukrainian legislation establishes the status of physical education as a mandatory element of the curriculum, and the analysis of international experience opens up opportunities for the implementation of innovative classes and new approaches to assessment.

Practical recommendations for the administration of educational institutions focus on improving the material and technical base: updating sports halls, using modern simulators and digital tools to monitor physical activity. It is advisable to develop a system of measures to increase student motivation, such as student sports competitions, internal championships or health programs that will encourage young people to lead an active lifestyle. For physical education teachers, it is worth implementing regular training in modern methods and psychophysiology of stress, as well as involving specialists from related fields (psychologists, nutritionists).

Prospects for further research focus on assessing the impact of integrated physical education programs on the academic success of law students and studying the mechanisms of long-term preservation of motivation for a healthy lifestyle. A systematic approach and monitoring the quality of classes will contribute to the optimization of the educational process and the formation of competitive legal specialists with a high level of physical and psychological well-being.



Literature:

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Анотація. Метою цієї статті є обґрунтування значущості фізичного виховання як невід’ємної і обов’язкової складової освітнього процесу в юридичних закладах вищої освіти. Прагнення висвітлити, що фізичне виховання не слід розглядати як другорядну дисципліну, а навпаки — як важливий елемент підготовки майбутніх правників. Воно доповнює інтелектуальний розвиток студентів, підвищує їхню мотивацію до навчання та позитивно впливає на загальний психофізичний стан.

Для досягнення зазначеної цілі пропонуємо дослідити історичні передумови включення фізичного виховання до університетських програм, проаналізувати чинну нормативно-правову базу, визначити функції та завдання фізичного виховання у контексті юридичної освіти.

Акцентується увага на організаційних аспектах його впровадження, методах оцінювання результативності та виявленні переваг і викликів цього процесу. Об’єктом дослідження виступає система фізичного виховання у юридичних закладах вищої освіти, а предметом — організаційно-педагогічні та правові основи його впровадження в навчальний процес.

У межах аналізу розглядаються державні освітні стандарти, внутрішні положення університетів, а також досвід вітчизняних та закордонних навчальних закладів. У роботі використовуються методи документального аналізу, порівняння і синтезу, а також емпіричні методи, зокрема опитування викладачів і студентів, що дозволяє оцінити рівень їхньої мотивації та ефективність організації занять.

Структура статті концентрується на висвітленні ключових аспектів, які стосуються сутності та функціонування фізичного виховання в юридичних вишах. Такий підхід дає змогу не лише оцінити поточний стан системи фізичного виховання, а й розробити практичні рекомендації з її вдосконалення, сприяти підвищенню якості освітнього процесу і зацікавленості студентів у цьому напрямі.

Ключові слова: фізичне виховання, заклади вищої освіти, здоров’я здобувачів вищої освіти.

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